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ABSTRACT

This report describes the process used by Oakland Community College (OCC) to define general education and to identify courses to fulfill general education requirements in accordance with that definition. Following an overview of the curriculum development process, three recommendations are presented. The first defines general education as experiences that "facilitate the development of a broadly educated person--one who is able to think clearly, communicate effectively, make relevant judgments, distinguish among values, and make appropriate applications of knowledge." The second recommendation identifies the courses that fulfill general education requirements in communications/English, fine arts/humanities, mathematics/science, and social science. The final recommendation restructures the degree requirements of the Associate in Applied Science and the Associate in General Studies to include written communication courses. Attachments provide several memoranda and reports reflecting the curriculum development process, a student petition to have the course "Man and the Environment" declared a graduation requirement, and a faculty proposal to require all students, prior to graduation, to complete an instructional component on "Physical Well-Being" as part of their general education course. (AJL)

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ED301254

OAKLAND COMMUNITY COLLEGE

RECOMMENDATION

ON

GENERAL EDUCATION

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WILLIAM J. O'MAHONEY
ACADEMIC AFFAIRS
APRIL 1984

JC 880 550

Oakland Community College is a multi-campus institution providing five instructional locations and a Central Office housing the College administration.

The College registers in excess of 27,000 students in credit coursework during peak enrollment periods, and employs a full time faculty and professional staff in excess of 300.

Because the College offers a full range of general education and liberal arts coursework at each of its instructional locations, as well as some career programming at all campuses, and specific high cost occupational programming at limited locations, the curriculum approval process and consensus on curriculum is quite cumbersome. As a result of the wide spread of the College and the diversity of its curriculum, to reach a consensus decision regarding general education and the appropriateness of the inclusion of specific coursework in general education, was virtually impossible. Subsequently, when the College attempted to define general education, and declare coursework appropriate to that definition, a process was used that would attempt to maximize participation. The pages that follow describe that process.

It is suggested that to fully comprehend the implications incorporated in this document, it is suggested that the reader contact Oakland Community College in order to secure a copy of the College's catalog. To do so, contact the Registrar, Oakland Community College, 2480 Opdyke Road, P.O. Box 812, Bloomfield Hills, MI 48013-0812.

GENERAL EDUCATION RECOMMENDATIONS

I am submitting herewith, recommendations relative to General Education as an educational component at Oakland Community College for the consideration of the College Curriculum/Instruction Committee, the College Academic Senate Council, and the President.

Respectfully submitted,

William J. O'Mahoney

William J. O'Mahoney, Dean
Academic Affairs

Amended as appropriate and approved.

6-4-84
(Date)

Ruth Grass

Ruth Grass, Chairperson
College Curriculum/Instruction
Committee

Following due consideration, this document is approved by the Academic Senate Council.

June 25, 1984
(Date)

Dick Taylor

Dick Taylor, Chairman
Academic Senate

Approved.

6/27/84
(Date)

Robert Roelofs

Robert Roelofs, President

ACKNOWLEDGMENTS

Appreciation is extended to the faculty members and administrators who provided valuable input and hours of participation in the many deliberations involved in the task of redefining General Education at Oakland Community College. I would like to extend specific recognition to Charlene Al-Qallaf, a doctoral student in higher education at Wayne State University. She has done virtually all of the research work, reviewed all of the current literature, attended all of the meetings, and while gaining some "real world" experience, has made an overall valuable contribution to this effort. Finally, I would like to acknowledge and give recognition to Linda Taylor serving as my secretary. She has helped to keep me organized in pursuit of the objectives of this project.

SUMMARY

The process of gathering data, disseminating information, receiving recommendations, summarizing and attempting to gather consensus regarding General Education has been an arduous and enlightening process. The recommendations brought forward in this report are based upon a general consensus of participants, and are submitted for the consideration and adoption of the OCC college community. The drafter of this report, as well as the major participants in this activity, are available for inquiry.

BACKGROUND AND OVERVIEW

During the school year 1982-83, the College Curriculum Committee attempted to gather input with respect to those courses in OCC's offerings that met the requirements of General Education. Gathering input from each of the campuses, the Curriculum Committee was unable to reach consensus in synthesizing this input into an institutional position. Requesting assistance from the office of the Dean of Academic Affairs, an outline of a methodology for pursuing this issue was submitted to the Curriculum Committee, and approved by them in the fall of 1983. A communication was directed from the Dean of Academic Affairs to all faculty, administration, and support staff of the institution on November 16, 1983. That communication outlined steps for accomplishment for the task at hand, and called for a general meeting of all interested parties on December 7, 1983. The communication is attached as Addendum I.

The meeting was conducted at Central Office on December 7, with all campuses represented by faculty and administrators, while some faculty members represented their discipline (following college wide meetings of that discipline). A copy of the report of that meeting is attached as Addendum II.

Inclusive in that report is a draft of a definition of General Education that was developed as a part of that meeting, and was submitted at an ensuing meeting for review on January 26, 1984. The College Academic Senate Council met on that same date and the definition of General Education was submitted to the Council, and was approved by them with minor modification. The modified definition is attached as Addendum III. The definition was further defined and modified following meetings with the Fine Arts and Humanities faculty, as well as the Communications faculty. The revised definition is submitted as Recommendation One.

A communication was sent to all professional staff of OCC on February 8, 1984 outlining a schedule of meeting dates when

the General Education definition would be applied against various curricular areas, and those courses appropriate to General Education would be selected and recommended for approval. A copy of this memorandum is attached as Addendum IV.

The schedule of curricular areas and meetings was outlined so that there were two meetings in the beginning of March, two meetings at the end of March, and a meeting was held at each of the major campus locations. The meeting report for each of these areas are attached as addenda with the report from Math/Science as Addendum V, Communications as Addendum VI, Humanities/Fine Arts as Addendum VII, and Social Science as Addendum VIII.

Following all of the specific subject area meetings, a general meeting on the topic of General Education was called for April 19, 1984 at the Auburn Hills Campus. A specific record of this meeting was not kept, and a list of participants is not available. It is appropriate to note that all of the faculty and administrators who were major participants in the original discussions of General Education, and the individual curriculum area meetings, were in attendance. There was a review of the General Education definition, including discussion of the modifications that would be recommended to the Curriculum Committee, and each of the curricular area reports were discussed. Also at that meeting there was a recommendation for inclusion of an instructional component dealing with physical well-being, and a discussion recommending that BIO 150 - Man and the Environment, be a specific requirement for graduation.

Also attached as Addendum IX, is a distribution list. This list was developed from inputs received from interested members of the college community, as well as those individuals who attended at least one meeting during the project activities. Also included on the distribution list is the chairperson of each department in the college. When a specific area met and developed a meeting report, i.e., the Math/Science report, a copy of that report was sent to the chairperson of each related department on each

campus. This represented our attempt to give as broad a dissemination as possible to all materials that were being developed and considered under the General Education project.

Finally, attached as Addendum X, is a petition received from a student. The student requested consideration of the requirement that all students receiving an Associate Degree complete the course BIO 150. The petition was sent to members of the college staff, and to the Curriculum Committee. The Curriculum Committee recommended that the petition be considered as a part of the General Education project, and on February 16, 1984, the petition was distributed to all General Education participants.

RECOMMENDATION ONE

Submitted for your consideration is a recommendations of the definition of General Education. The definition is approved by the Curriculum Committee and incorporates changes requested by the college Communications faculty, as well as Fine Arts and Humanities faculty.

General Education experiences are those which facilitate the development of a broadly educated person--one who is able to think clearly, communicate effectively, make relevant judgments, distinguish among values, and make appropriate applications of knowledge. If education is viewed as a life-long process of searching for meaning, students should be encouraged to actively participate in such a search. They should be involved in the application of the materials of instruction in such a manner as to have relevant understandings based on facts rather than on unsupported, preconceived ideas. To do so is to involve an individual in establishing relationships and understandings with oneself, with others, and with nature. In order to provide a broad exposure in the **General Education** experience, students are encouraged to involve themselves in factual, creative, and intuitive discovery in various fields. It is the philosophy of Oakland Community College to ensure that each student pursuing and completing an Associate Degree has experienced the **General Education** component as embodied in the requirements of each Associate Degree program at OCC.

RECOMMENDATION TWO

Recommendation two deals with those courses that have been recommended as meeting General Education requirements. These courses are listed below within the general curriculum areas appropriate to their context.

COMMUNICATIONS/ENGLISH:

ENG 151, 152, 280, 282
FSC 150
SPE 129, 161, 261, 262

FINE ARTS/HUMANITIES

ART 151, 152, 154, 155, 156, 157, 160
ENG 161, 171, 172, 251, 252, 253, 254, 265, 275, 280
FRE 151, 153
FSH 150
GER 151, 153
HIS 151, 152
HUM 151, 152, 153, 154, 171, 190, 272
MUS 151, 152, 156, 157, 158, 159, 160, 251
PHO 122
PER 165.3, 165.4
PHI 151, 152, 161, 171
SPA 151, 152
SPE 262
THE 156, 157, 190

MATHEMATICS/SCIENCE

BIO 150, 153, 154, 155
CHE 132, 150, 151, 152
GSC 153, 154, 158
LSC 151
FSN 150
MAT 114, 115, 150, 151, 153, 155, 156, 160, 163, 171, 172, 251, 271
PHY 154, 161, 162, 250
PSC 156

SOCIAL SCIENCE

ANT 152, 154, 251, 275
ECO 261, 262
FSS 150
GEO 151, 152
HIS 151, 152, 155, 170, 251, 252, 261, 262
POL 252, 253, 261
PSY 151, 251, 263, 271, 281
SSC 151, 152, 261, 271
SOC 251, 252, 253, 254, 261

The writer endorses, in its entirety, RECOMMENDATION TWO.

RECOMMENDATION THREE

As a result of the meeting with the Communications faculty, concern was expressed that students could complete degree requirements for the Associate in Applied Science, or the Associate in General Studies, without having completed a course in written communication. Recommendation three restructures the degree requirements in the Associate in Applied Science degree, and the Associate in General Studies as follows.

For the Associate in Applied Science degree:

Written Communication*	3 Credits
Political Science 151	3 Credits
General Education:	12 Credits

The student will complete 3 credits in each of the following areas from specific **General Education** courses:

Communication**
Humanities
Math/Natural Science
Social Science

*The following courses may be used to meet Written Communication requirements:

ENG 131, 134, 136, 151, 152, 211, 221

The Written Communication requirements should be completed prior to the student having completed a total of 30 credit hours.

**Coursework used to meet Written Communication requirements cannot be used to fulfill General Education Communications requirements.

For the Associate in General Studies degree:

Currently, the Associate in General Studies requires 6 credits in English to be taken from any English coursework. It is the recommendation that 3 credits be from specifically required Written Communication courses.

The writer endorses RECOMMENDATION THREE in its entirety.

FURTHER INPUT WITHOUT RECOMMENDATION

Attached to the report as Addendum XI, is a packet of materials submitted in consideration of a recommendation for a requirement that all students, prior to graduation, complete an instructional component related to an individual's maintaining their physical well-being. A memorandum was received on March 30 from Lynn Reed, Jim Warner, and Peter Grass requesting consideration of this recommendation. At the meeting of April 19, a presentation was made by Lynn Reed, Peter Grass, and Clay Roth, and following considerable discussion, it was felt that the proposal had considerable merit, but there was debate as to whether or not the context of General Education was appropriate for this consideration.

These materials are submitted for your consideration without specific recommendation. The topic does have considerable merit, and the Curriculum Committee should give consideration to this topic during school year 1984-85.

Judith Franklin of the Biology faculty at Orchard Ridge, also requested consideration of the recommendation outlined in the student petition, Addendum X. While the recommendation from Judith Franklin was well received, the participants at the meeting gave no indication of direct support.

These items (physical well-being, and BIO 150) are brought to your attention without specific recommendation, nor endorsement by the writer.

ADDENDA

I - XI

ADDENDUM I

OCC
CENTRAL OFFICE

M E M O R A N D U M

TO: ALL OCC FACULTY, ADMINISTRATORS, & SUPPORT STAFF

FROM: WILLIAM J. O'MAHONEY, DEAN
ACADEMIC AFFAIRS

SUBJECT: GENERAL EDUCATION AT OCC

DATE: NOVEMBER 16, 1983

The Academic Senate has requested the Curriculum Committee develop more definitive guidelines that relate to general education and the appropriate coursework that meets the requirements of general education at OCC. The Curriculum Committee has asked that I assist in this effort, and as a result I have developed an action plan that they reviewed at their November 7 meeting. The action plan calls for a broad based approach to gathering information for the accomplishment of this task.

STEP 1 - A colloquium will be conducted Wednesday, December 7, at Central Office - Rooms A & B, from 1:30 to 4:00 p.m., for the purpose of gathering input to the establishment of a definition of general education as it is to be applied at Oakland Community College. General education at an institution is like a fingerprint, it is virtually impossible to find two that are identical. It is essential that we, as an institution, formulate a definition of general education before we attempt to establish what is appropriate coursework to be considered general education. At this colloquium we will ask each individual who has an interest in general education, and would like to render input to the establishment of the definition, to make a presentation to that affect. We also ask that this input be reduced to writing so it can be made available for review by all interested participants, and can be reviewed as reference data for the summary work in establishing the definition.

STEP 2 - After the development of a definition of general education, it will be sent to all members present at the colloquium, the membership of each Campus Curriculum Committee, the College Curriculum Committee, and the Academic Senate Council. A prescribed period of time will be established for appropriate response; following the response period, the definition of general education will be solidified.

STEP 3 - Using the institutional definition of general education as a benchmark, colloquiums will be held, hopefully, during the month of February in which a definitive list of applications, i.e.

coursework of general education, will be established for each of the curriculum areas. A colloquium will be held on Humanities to review general education as it applies to Humanities, and to suggest a specific list of courses that meet the definition and will serve as general education Humanities credit. These forums will be conducted not only for Humanities, but for the area of Social Sciences, Math/Natural Sciences, and English/Communications.

STEP 4 - Following the synthesizing of the input from each of the individual curriculum area colloquiums, the appropriate general education courses, along with the definition, will be distributed to the Campus Curriculum Committees, the College Curriculum Committee, and the Academic Senate Council membership. Reactions will be invited, and following a solidifying to the appropriate coursework, a presentation on behalf of the College Curriculum Committee will be made to the Academic Senate Council.

Because of the lengthy process that will be utilized in the development of this report, and the opportunity for input at the various levels, it will be requested of the Senate Council that any attempts to amend the final report be deferred to the Curriculum Committee. By virtue of this memorandum and the wide range of notification, ample opportunity will be provided for input at the grass roots and review levels, thus any attempt to amend in the closing hours only serves to detract from the process.

I invite your participation at our meeting in December so that you can assist in the development of our institutional definition of general education. While the content of instruction in technical programs must be as dynamic as the technology itself, the nature of general education only changes for an institution as the nature of the institution changes. What we do as a part of this process may very well serve this institution for a decade or more. I request your active participation in this very important college activity.

ljt

ADDENDUM II

Report on General Education

The first meeting of Oakland Community College professional staff to consider an institutional definition of **General Education** was held on Wednesday, December 7, 1983, 1:30 p.m., at the College's Central Office. Those who were in attendance are listed below.

NAME	REPRESENTING
Bill O'Mahoney	Academic Affairs
Dick Thompson	Orchard Ridge
David Becker	-
Chris Gram	Highland Lakes
Dan Piesko	Orchard Ridge
Raymond Katz	Art Faculty (All)
Charlene Al-Qallaf	-
Ruth Grass	Highland Lakes
Don Nichols	Orchard Ridge
Walt Fightmaster	Southeast
Rod Chase	Southeast
Jim Gural	Southeast
Jim Stevenson	Central Office
David Carpenter	Liberal Arts
Uni Susskind	Campus Curr. Comm.
Don Mendelsen	Orchard Ridge
Ted Striewski	Orchard Ridge

In order to initiate discussion, a paper was distributed by Bill O'Mahoney, who convened the meeting, providing various references to **General Education** from the OCC catalog, and raising some questions for the purposes of initiating discussion. A copy of that paper is attached, as is a copy of all written comments that were directed to Bill O'Mahoney prior to the meeting time.

Dave Becker made reference to the effort made in order to report on **General Education** as a part of the OCC self-study in application for North Central Association accreditation. This section of the report is also attached. Considerable discussion ensued with a number of comments being made regarding the concept of **General Education**. Those comments are briefly represented below.

The reference to **General Education** from page 37 of the '83-84 catalog is a definition of a type of **General Education**, and not a broad-based definition of **General Education**.

Within the institution, there appears to be continued support for the philosophy of **General Education**.

The context of **General Education** is to assume that an individual who has completed a general education, is a broadly educated individual. This is particularly difficult within the limited constraints of a two year institution.

The historical development of the **General Education** component within the Associate in Applied Science Degree was reviewed.

Concern was expressed regarding the dichotomy between the term broadly educated, and an individual having to meet specific requirements.

General Education was described as an integrative process.

There was a general feeling that developmental education is not **General Education** because of its application in specific skills.

General Education is a philosophy, and that philosophy should not be based upon a specific set of courses. Thus, we should be cautious and ensure that specific courses and programs do not determine, or affect the institutional philosophy regarding **General Education**.

The institution should be moving toward a core curriculum that essentially ensures a **General Education** exposure for each Associate Degree graduate.

Following this discussion concerning the various aspects of **General Education**, the group attempted to reach a consensus regarding the nature of **General Education**. The nature of **General Education** was described essentially in the following five points. 1) applied skill courses, or basic skills are building blocks necessary to acquire a **General Education**; 2) **General Education** is integrative among and between disciplines; 3) **General Education** for each student should be considered within the appropriate academic context; 4) **General Education** is broadly based and provides a breadth of knowledge; 5) **General Education** embodies as a framework, the acquisition of knowledge, method, and technique. NOTE: It was generally concluded that **General Education** was not the acquisition of basic or applied skills.

General Education was described to have essentially three components. Those components are: an individual relationship to self, an individual relationship to others, and an individual relationship to nature. The group went further in delineating categories that relate to **General Education**. Six categories were outlined, and they are: Communications, Humanities, Social Science, Mathematics, Science and Technology, and Fine Arts. The following is to be considered an institutional definition of **General Education** (affectively a first draft).

> **General Education** experiences are those which facilitate the development of a broadly educated person - one who is able to think clearly, communicate effectively, make relevant judgments, distinguish among values, and make appropriate applications of knowledge. If education is viewed as a life-long process of searching for meaning, students should be encouraged to actively participate in such a search. They should be involved in the re-creation of the materials of instruction in such a manner as to have relevant understandings rather than being burdened by the weight of facts and preconceived ideas. To do so is to involve an individual in establishing relationships and understandings with oneself, with others, and with nature. In order to provide a broad exposure in the **General Education** experience, students are encouraged to involve

themselves in discovery in the fields of Communications, Humanities, Social Science, Mathematics, Science and Technology, and Fine Arts. It is the philosophy of Oakland Community College to ensure that each student pursuing and completing an Associate Degree has an exposure to a broadly based education, and subsequently, a **General Education** component is embodied in the requirements of each degree program of this institution.

Respectfully submitted,

William J. O'Mahoney

William J. O'Mahoney

ADDENDUM III

GENERAL EDUCATION
(Definition)

General Education experiences are those which facilitate the development of a broadly educated person--one who is able to think clearly, communicate effectively, make relevant judgments, distinguish among values, and make appropriate applications of knowledge. If education is viewed as a life-long process of searching for meaning, students should be encouraged to actively participate in such a search. They should be involved in the application of the materials of instruction in such a manner as to have relevant understandings based on facts rather than on unsupported, preconceived ideas. To do so is to involve an individual in establishing relationships and understandings with oneself, with others, and with nature. In order to provide a broad exposure in the **General Education** experience, students are encouraged to involve themselves in discovery in various fields. It is the philosophy of Oakland Community College to ensure that each student pursuing and completing an Associate Degree has experienced the **General Education** component as embodied in the requirements of each Associate Degree program of OCC.

RECIPIENT: Please note the change in wording in the third sentence. This was suggested at the Communications session dealing with **General Education**, and I would like to have your reaction.

Bill O'Mahoney

ADDENDUM IV

CENTRAL OFFICE - M E M O R A N D U M

TO: ALL PROFESSIONAL STAFF OF OCC

FROM: WILLIAM J. O'MAHONEY, DEAN
ACADEMIC AFFAIRS

SUBJECT: GENERAL EDUCATION

DATE: FEBRUARY 8, 1984

Last fall I sent to you a memorandum outlining a procedure that would be utilized to help establish an institutional definition for General Education. Subsequent to that correspondence, input was received in my office from faculty members, and a meeting was held on December 7, 1983. A subsequent meeting to review the conclusions of the prior meeting and to approve a definition for General Education was held on January 26. I am attaching for your reference, a copy of the definition that has been developed, as well as the report of the December 7 meeting.

In accordance with our original design, subsequent meetings are to be held in order to utilize the definition of General Education to establish those specific courses that will meet General Education requirements. A schedule of meeting dates, times, and places is listed for your reference.

DATE	CURRICULAR AREA	PLACE	TIME
March 1	Math/Science	A.H. - F-118	1:00 p.m.
March 8	Communications	O.R. - J-292	1:00 p.m.
March 22	Art/Humanities	R.O. - B-234/236	1:00 p.m.
March 29	Social Science	H.L. - Student Center 109/110	1:00 p.m.

I am extending an invitation to you to attend any and all of the meetings that are of interest to you, specifically if you are teaching in one or more of the areas that are listed, please make an effort to attend that meeting. However, we invite the input of all interested parties in the deliberations that are taking place regarding General Education.

ljt

cc President Roelofs

ADDENDUM V

CENTRAL OFFICE

MEMORANDUM

TO: PERSONNEL ON ATTACHED SHEET

FROM: WILLIAM J. O'MAHONEY, DEAN
ACADEMIC AFFAIRS

SUBJECT: GENERAL EDUCATION - SCIENCE AND MATHEMATICS

DATE: March 12, 1984

The first meeting dealing with subject areas and their relation to the new revised definition of **General Education** took place at the Auburn Hills Campus on March 1, 1984. Those in attendance were Bill O'Mahoney, Dave Randall, Dick Thompson, Charlene Al-Qallaf, Uni Susskind, Don Nichols, Ruth Grass, Marv Moran, Rod Chase, Dennis Fiems, and Jim Warner.

Bill O'Mahoney updated everyone on the process of defining **General Education** and applying that to the courses in various subject areas.

There was a rather interesting and healthy discussion relative to whether mathematics was in fact a discipline, or acquiring a skill. In working with the Math/Science field, all of the courses in Mathematics, Physics, Chemistry, Biology, Geology, were discussed, as well as Life Science, Foundational Studies, and Physical Science.

After considerable discussion, the following courses are recommended as those courses meeting the requirements of **General Education**:

Biology - 150, 153, 154, 155
Chemistry - 100*, 132*, 150, 151, 152, 261, 262
Geology - 153, 154, 158
Life Science - 151
Foundational Studies/ Natural Science - 150
Mathematics - 114, 115, 150, 151, 153, 155, 156, 160, 163, 171, 172, 251, 271
Physics - 154, 161, 162, 250
Physical Science - 156

*These courses were under considerable discussion and a recommendation is to be forthcoming from the Chemistry discipline meeting to take place later on in March.

ljt

ADDENDUM VI

OCC CENTRAL OFFICE

MEMORANDUM

TO: PERSONNEL ON ATTACHED LIST

FROM: WILLIAM J. O'MAHONEY, DEAN
ACADEMIC AFFAIRS

SUBJECT: GENERAL EDUCATION - COMMUNICATIONS

DATE: MARCH 13, 1984

The meeting covering the **Communications** area as it relates to **General Education** was attended by Bill O'Mahoney, Janet Young, Ted Scott, Lloyd McBeth, Bob MacKay, Carolyn Carty, Larry Gage, Joan Leininger, Dick Thompson, Don Nichols, Charlene Al-Qallaf, and Joseph O'Loughlin.

The meeting commenced with a discussion of the process relative to defining **General Education**, and the application of the various concepts relating to **General Education** at Oakland Community College. Concern was expressed regarding the acquisition of skills, and the relationship of basic writing capabilities to acquiring a **General Education**. Additionally, there was considerable concern expressed regarding the fact that students can complete programs at our institution without having to specifically acquire a level of writing skill. As a result, two recommendations come forward from this particular group meeting. One relates to adding a requirement of Written Communication to the degree requirements to the Associate in Applied Science Degree, as well as a Written Communication requirement for the Associate in General Studies. The second recommendation relates to those courses to be considered **General Education** from the **Communications** area.

Recommendation One: It is the recommendation that what is currently referred to as **General Education** requirements within the Associate in Applied Science Degree, be restructured to Degree Requirements as follows:

Degree Requirements:

Written Communication*	3 credits
Political Science 151	3 credits
General Education:	12 credits

The student will complete 3 credits in each of the following areas from specific **General Education** courses:

Communication**
Humanities
Math/Natural Science
Social Science

ADDENDUM VI

*The following courses may be used to meet Written Communication requirements:

ENG 131, 134, 136, 151, 152, 211, 221.

The Written Communication requirements should be completed prior to the student having completed a total of 30 credit hours.

**Coursework used to meet Written Communication requirements cannot be used to fulfill General Education Communications requirements.

The Associate in General Studies requires 6 credits in English to be taken from any English coursework. It is the recommendation of this group that 3 credits be from the specifically required Written Communication courses.

Recommendation Two: The courses recommended to satisfy Communication requirements under General Education are as follows:

Communications/English:

ENG 151, 152, 280, 282
FSC 150
SPE 129, 161, 261, 262

ADDENDUM VII

OCC CENTRAL OFFICE

MEMORANDUM

TO: PERSONNEL ON ATTACHED LIST

FROM: WILLIAM J. O'MAHONEY, DEAN
ACADEMIC AFFAIRS

SUBJECT: GENERAL EDUCATION - **HUMANITIES/FINE ARTS**

DATE: APRIL 2, 1984

A meeting to consider General Education and the appropriate courses within the area of Humanities was held on March 22, 1984 at the Royal Oak Campus. Those in attendance included: Don Mendelson, Ted Striewski, Charlene Al-Qallaf, Ruth Grass, Ray Katz, Don Piesko, Marv Moran, Randy Ston, Don Nichols, and Dennis Fiems. Don Mendelson represented the art faculty and expressed a concern with the General Education definition. The concern related to the fact that intuitive thinking was not included as a part of the General Education definition. Following a discussion, a recommendation was made that the General Education definition be changed to include wording to the effect "...students are encouraged to involve themselves in factual, creative, and intuitive discovery in various fields ..." There appeared to be general consensus on the inclusion of that wording. There is a recommendation that the category within the General Education requirements currently outlined as Humanities, be changed to Fine Arts/Humanities. Fine Arts would include not only art, but theatre, music, and dance. Following this discussion, there was considerable discussion regarding appropriate courses for this category, and the following courses are recommended to be included within the category of Fine Arts/Humanities.

ART (Art): 151, 152, 154, 155, 156, 157, 160
ENG (English): 161, 171, 172, 251, 252, 253, 254, 265, 275, 280
FRE (French): 151, 153
FSH (Foundational Studies): 150
GER (German): 151, 153
HIS (History): 151, 152
HUM (Humanities): 151, 152, 153, 154, 171, 190, 272
MUS (Music): 151, 152, 156, 157, 158, 159, 160, 251
PHO (Photography): 122
PER (Physical Education): 165.3, 165.4
PHI (Philosophy): 151, 152, 161, 171
SPA (Spanish): 151, 152
SPE (Speech): 262
THE (Theatre): 156, 157, 190

A recommendation was made by Dennis Fiems and appeared to have general consensus support that the General Education requirements should list the student to take between 12 and 16 credits. The current listing of 12 credits encourages students to take only three credit courses, and many of the math and science courses are four credits each.

ljt

ADDENDUM VIII

CENTRAL OFFICE

MEMORANDUM

TO: PERSONNEL ON ATTACHED LIST

FROM: WILLIAM J. O'MAHONEY, DEAN
ACADEMIC AFFAIRS

SUBJECT: GENERAL EDUCATION - SOCIAL SCIENCE

DATE: APRIL 2, 1984

A meeting to apply the General Education definition and to review courses in the area of Social Sciences was conducted at the Highland Lakes Campus on March 29, 1984. In attendance were Charlene Al-Qallaf, Dennis Fiems, Don Nichols, Ruth Grass, Marv Moran, Chris Gram and Bill O'Mahoney. The following list of courses are recommended for fulfilling Social Science requirements for General Education.

ANT (Anthropology): 152, 154, 251, 275
ECO (Economics): 261, 262
FSS (Foundational Studies): 150
GEO (Geography): 151, 152
HIS (History): 151, 152, 155, 170, 251, 252, 261, 262
POL (Political Science): 151, 252, 253, 261
PSY (Psychology): 151, 251, 263, 271, 281
SSC (Social Science): 151, 152, 261, 271
SOC (Sociology): 251, 252, 253, 254, 261

ljt

fc: (social/sci)

ADDENDUM IX

GENERAL EDUCATION

Interested Parties

AUBURN HILLS

Ray Katz
Uni Susskind
Jim Warner*
Janet Young
Ted Scott*
Lee Cooley
Gerald Stollman*
Randy Ston
Gladys Rockind*

HIGHLAND LAKES

Chris Gram
Charles Nelson
Barbara Frohardt
Dennis Fiems
Dave Randall
Pin Ryan
Chris Noordhoorn*
Ruth Grass
Lynn Reed
Peter Grass
Richard Knapp*
Marv Moran
Joseph Kelty*

Orchard Ridge

Dick Thompson
David Becker
Dan Piesko
Don Nichols
David Carpenter
Don Mendelsen
Ted Striewski
Arlen Schroeder
Lloyd McBeth
Bob MacKay
Carolyn Carty
Larry Gage
Joan Leininger
Joseph O'Loughlin
George Keith*
William Frever*
Richard Smith*
Dennis Sobol*
Curtis Anderson*
C. J. Austermiller*
Renee Rothschild*
Marilyn Finkel*
Miriam Zurn*
Art Wiggins*
Haywood Pearce*
Dave Doidge*

ROYAL OAK/SOUTHEAST

Walter Fightmaster
Rod Chase
Jim Gural
Barbara Loush*
Ann O'Grady*
Dennis Bartleman*
Dave Grainger*
Leo Dworkin
Michael Giangrande*

CENTRAL OFFICE

Charlene Al-Qallaf
Jim Stevenson

*Department Chairpersons

ADDENDUM X

Mrs. Donald William Sessamen
29969 Fernhill Drive
Farmington Hills, Michigan 48018

January 8, 1984

Dean Mahoney:

I drafted and circulated the enclosed petition amo[illegible] my BIO 150 classmates at the Orchard Ridge Campus [illegible] December. We hope the Curriculum Committee will [illegible] this proposal serious consideration in view of the critical environmental problems which we now face a[illegible] which affect us all.

I will be pleased to answer any questions or to discuss this issue at your convenience.

Thank you for your consideration.

Sincerely,

Alice C. Sessamen
Student I.D. 149-32-2782

Enclosure

DEPA[illegible] OF ACADEMIC AFFAIRS
JAN 1[illegible] 1984

ADDENDUM X

Distribution:
W. O. Mahoney
R. Roelofs
R. Thompson, OR
D. Nichols, OR
W. Stuart, OR

TO: CURRICULUM COMMITTEEE
ACADEMIC SENATE
OAKLAND COMMUNITY COLLEGE

We the undersigned students at Oakland Community College, Orchard Ridge Campus, respectfully recommend that BIO 150, MAN AND THE ENVIRONMENT, be considered as a required course for all degree students at Oakland Community College.

Each of us, as inhabitants of the planet Earth and citizens of our local community, the United States and the world, has a responsibility to understand our environment and man's effect on his ecosystem and to know what each of us can do as individuals both to improve and to safeguard the quality of life for all life on our planet.

BIO 150 is an introduction to the ecological problems we face, provides an education regarding the alternative solutions to these problems, and increases our awareness of each individual's potential to contribute to the solutions we must find in the next decade. In our opinion, BIO 150 is an excellent interdisciplinary choice to satisfy a lab science requirement for all degree programs.

NAME	STUDENT I.D. NUMBER
Dawn Mayo	367 94 3170
Ali Sassanen	149 32 2782
Maurya Cooper	377 52 2558
Martine Allen	368-86-3918
Wanda Chorey	378-28-4305
Lynette Fredericks	363-76-8319
William J. Reaman	378-74-4664
[illegible]	379-88-8260
Gregg Cole	365 79 9651
Gary Underhill	376-26-2069
Pam [illegible]	389 92 231
Amy Harris	164-60-0739

12/1/83

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ADDENDUM X

NAME	STUDENT I.D. NUMBER
Beth Wydra	385 86 1050
Brett A Milligan	334-52-2808
Eugene Louis Vogt III	377-86-8850
Charles Cetzer	377-62-0755
Steve Rose	362-52-4946
Lynette Adkins	372-82-8416
Felicia Anderson	366-78-8298
Joann R. Willacker	376-84-8993
[illegible]	[illegible]
Pat Smith	373-74-0686
Tom Dickon	369-90-6310
Tony Aston	066-44-4946
Douglas Cunningham	370-84-7804
[illegible]	378-86-0528
Julie Fernandez	380-78-5891
Andrew Guard	364-64-1438
[illegible]	360-80-[illegible]
Donna Pesce	382 42 [illegible]
Mary Wallace	379-86-6973
Jeanne Stubbs	386-88-5927
Linda Gabb	373-70-0440
Kyle Clarke	366-37-6444
John S Watt	379-74-0680

12/1/83

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ADDENDUM X

NAME

John Thomas

Kaye Thurston

STUDENT I. D. #

271-94-9302

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12/2/93

ADDENDUM X

OAKLAND COMMUNITY COLLEGE ACADEMIC AFFAIRS 313-540-1500

GEORGE A. SEE ADMINISTRATIVE CENTER 2480 OPDYKE RD. P.O. BOX 812 BLOOMFIELD HILLS, MI 48013

January 11, 1984

Alice C. Sessamen
29969 Fernhill Drive
Farmington Hills, MI 48018

Dear Mrs. Sessamen:

Thank you for your letter of January 8 transmitting the petition concerning BIO 150.

Let me say first of all that I will transmit the letter and petition to the Curriculum Committee for their consideration. The petition also calls for distribution to President Roelofs, Provost Thompson, Deans Nichols and Stuart. I am assuming you have made that distribution; in the event you have not, please contact me, and I will see that they also receive copies of the letter and petition.

I would like to comment on your concern regarding making BIO 150 a mandatory course for all students seeking an Associate Degree at our institution. Currently, BIO 150 will satisfy lab/science requirements and general education requirements for all degree programs. The only course that is specifically required of all degree graduates at Oakland Community College is POL 151 - American Government. That course is required because of a prior interpretation of State requirements for graduation from a college or university.

Your position concerning BIO 150 - Man and the Environment, is an applaudable one. Certainly all of us should be knowledgeable of the ecological systems and the overall environment in which we exist, and which we bequeath to our future generations. But cannot the same argument be made about computer literacy with respect to the technological world into which we are evolving? Shouldn't everyone have some background and knowledge in technological literacy, as well as computer literacy? Shouldn't we require all students to have some knowledge of the effect technology is having on society and humanity? Thus, shouldn't we require a course in technology, humanity, and society? What effect is the diversity of political ideology having on the world economy? Isn't world economy a legacy for future generations? If so, then shouldn't we require all students to have a course in economics?

As you can see, Mrs. Sessamen, the argument goes on. Probably one of the most important roles of collegiate education is to impower the individual with the rights and responsibilities of their freedom of choice. If we structure our programs and degree requirements in

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response to all of these arguments, what does the student learn from their collegiate experience with respect to the responsibilities and outcomes of choices?

Dr. James Berry, and Dr. Dennis Sobol are faculty representatives from the Orchard Ridge Campus to the College Curriculum Committee. I will forward a copy of your petition and this letter to them. Should the Curriculum Committee wish to discuss this matter with you directly, I will be in contact with you.

As I mentioned earlier, your cause is an applaudable one, and I hope you will find pursuit of this ideal a learning experience for you. Allow me to close by saying, "welcome to the world of academic debate."

Sincerely,

William J. O'Mahoney

William J. O'Mahoney, Dean
Academic Affairs

ljt

cc President Roelofs
Dick Thompson
Bill Stuart
Don Nichols
Jim Stevenson
James Berry
Dennis Sobol
Harvey Eschenburg
Ted Scott
Ruth Grass
Peter Grass
Rod Chase
Sylvia Berggruen

ADDENDUM X

Mrs. Donald William Sessamen
29969 Fernhill Drive
Farmington Hills, Michigan 48018

January 14, 1984

Dean William J. O'Mahoney
Oakland Community College
2480 Opdyke Road
Bloomfield Hills, Michigan 48013

Dear Dean O'Mahoney:

Thank you for your letter of 11 January concerning the petition for BIO 150.

I agree with you concerning computer and technological literacy, as well as the importance of politics and economics in our society. In my opinion, however, the bottom line is that if we continue to ignore the critical problems of population control, air and water pollution, and depletion of essential natural resources, then our physical environment no longer will be capable of sustaining mankind as a species. At that point, neither computer literacy nor knowledge of the arts, humanities, politics or economics will be able to save us.

I have enjoyed our exchange of ideas and appreciate your prompt response to a student concern. I hope that Oakland Community College continues in this tradition.

Sincerely,

Alice C. Sessamen

cc: President Roelofs
R. Thompson
W. Stuart
D. Nichols
J. Berry
D. Sobol

DEPT. OF ACADEMIC AFFAIRS
JAN 19 1984

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ADDENDUM XI

OCC - HIGHLAND LAKES CAMPUS

DEPA
ACADEMIC AFFAIRS
MAR 30 1984

MEMORANDUM

TO: William O'Mahoney, Dean, Academic Affairs

FROM: Lynn Reed, James Warner, Peter Grass

DATE: March 28, 1984

IN RE: ORANDUM EST UT SIT: MENS SANA IN CORPORE SANO*

It seems appropriate during this period of open hearings on the nature of general education that the following concern be raised.

Current O.C.C. graduation requirements do not allow graduates the opportunity to include any course (or courses) centered around personal physical well being in the general education component.

In the 4,000 year history of Western education there has never been a question about the responsibility of pedagogy to impart to its constituents abilities to develop a critical mind, a well-adjusted social persona and a healthful body.

We believe our institution shares these universal responsibilities and that this commitment must be reflected in an expanded choice for students in the general education categories. We believe the time has come to re-examine our current position and request that you convene an open college hearing on this issue.

PG/max

cc: N. Brodbeck
P. Ryan

*Attributed to Decimus Junas, Roman satirist and poet, 60-130 A.D., "Our prayer should be: A healthy mind in a healthy body."

ADDENDUM XI

ASSOCIATE IN APPLIED SCIENCE

TWO POSSIBILITIES :

Associate in Applied Science Degree

Candidates for the Associate in Applied Science Degree must fulfill Major and Supportive Course requirements of the specific programs and satisfy the General Education requirement as listed below:*

GENERAL EDUCATION COMPONENT

A. The student will complete a minimum of 12 credit hours to include at least 3 of the following 4 categories:
   1. Communications/English
   2. Humanities
   3. Math/Natural Science
   4. Social Science

B. The student must also complete:
   POL 151 American Government 3

C. PHYSICAL WELL-BEING

Associate in Applied Science Degree

Candidates for the Associate in Applied Science Degree must fulfill Major and Supportive Course requirements of the specific programs and satisfy the General Education requirement as listed below:*

GENERAL EDUCATION COMPONENT

A. The student will complete a minimum of 12 credit hours to include at least 3 of the following 4 categories:
   1. Communications/English
   2. Humanities
   3. Math/Natural Science
   4. Social Science

#5. PHYSICAL WELL-BEING

B. The student must also complete:
   POL 151 American Government 3

ADDENDUM XI

Associate in General Studies Degree*

Candidates for the Associate in General Studies Degree must satisfy the "Requirements for an Associate Degree" as well as the specific requirements below:

English	6 credit hours
(Courses with the ENG prefix or those listed in the Communications/English area of courses that satisfy General Education requirements may be used.)	
Humanities	6** credit hours
Science	4** credit hours
Social Science (including POL 151)	6** credit hours
Mathematics (Courses with a MAT prefix may be used.)	3-4 credit hours
Open Electives (Electives to be chosen from any college credit courses)	36 credit hours
Minimum Total Credits	62 credit hours

Associate in Liberal Arts Degree

Candidates for the Associate in Liberal Arts Degree must satisfy the "Requirements for an Associate Degree" as well as the specific requirements below:

English 151, 152	6 credit hours
Social Science (including POL 151)	11-12 credit hours
Mathematics/Science (4 hours lab)	8 credit hours
Humanities	11-12 credit hours
Liberal Arts Electives (Electives to be chosen from courses numbered 100 through 299.)	12 credit hours
Electives (Because transferability of credits varies with colleges and universities, programs, and departmental majors, students are urged to discuss their transfer plans with an OCC counselor and transfer institution.)	12 credit hours
Minimum Total Credits	62 credit hours

1. ADD the category: physical well-being

2. ADJUST the number of elective credits

Associate in Business Administration Degree

Candidates for the Associate in Business Administration Degree must meet the "Requirements for an Associate Degree" as well as the specific requirements below:

English 151, 152	6 credit hours
Mathematics (MAT 115 or higher)*	3 credit hours
Social Science (must include ECO 261, ECO 262 and POL 151)	15 credit hours
Natural Science (lab science)	4 credit hours
Professional Business Courses*	17-18 credit hours
Humanities	8 credit hours
Electives (Because transferability of credits varies with colleges and universities, programs, and departmental majors, students are urged to discuss their transfer plans with an OCC counselor and transfer institution.)	9 credit hours

Associate in Science Degree

Requirements for the Associate in Science Degree must satisfy the "Requirements for an Associate Degree" as well as the specific requirements below:

English 151, 152	6 credit hours
Social Science (including POL 151)	9 credit hours
Mathematics 171	4 credit hours
Science (a minimum of 16 hours of laboratory science from the following areas: Biology (153 and up), Chemistry* (151 and up), Geology (153 and up), Physics* (154 or 161 and up)	
Humanities	8-9 credit hours
Electives (Electives to be chosen from courses numbered 100 through 299. Because transferability of credits varies with colleges and universities, programs, and departmental majors, students are urged to discuss their transfer plans with an OCC counselor and transfer institution.)	18 credit hours
Minimum Total Credits	62 Credit Hours

ERIC Clearinghouse for Junior Colleges
JAN 13 1989